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ABSTRACT

This document is a formal description of the activities and philosophy of the physical education program at LaSierra High School. Included in it are statements of the principles of program concept (touching on topics of physical fitness, physiological fitness, motivation and team membership, standards of conduct and efficient teaching methods); a description of the color system--ability grouping with teams identified by colors in physical education; and copies of the schools physical fitness tests. (JA)

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PRESIDENT'S COUNCIL ON PHYSICAL FITNESS AND SPORTS

THE MOTIVATION FACTOR

as emphasized in the
LaSIERRA HIGH SCHOOL
Boys' Physical Education Program
by
Stan LeProtti

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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I. PHYSICAL EDUCATION IN THE SECONDARY SCHOOLS

Since the organization of the President's Council on Physical Fitness and Sports, the Council has recommended daily physical education instruction for pupils in grades 1-12.

Medical and scientific research evidence reveals that exercise is essential for the development of vitality and organic vigor. Social and cultural changes have resulted in an alarming reduction of sources of physical activity in the lives of most Americans. Numerous surveys of the large amount of time spent in spectator activity and before television by most people, and the inactivity resulting from the heavy dependency of the automobile, demonstrate the seriousness of the problem.

Physical education is unique in that it is the only area of the curriculum which insures a planned daily instructional experience in vigorous physical activity. It contributes to the development of neuro-muscular skills that are essential to successful participation in physical recreation activities, both during school years and in later life. Physical education also helps pupils to develop individual leadership, patterns of conduct which are socially acceptable, and skills that are necessary for group action.

II. PRINCIPLES OF PROGRAM CONCEPT

At LaSierra, staff members frequently find themselves talking about the philosophy of the program. What is the aim of the program? What is the program attempting to achieve? What happens to our students as the end result of our instruction? These and many other questions have been discussed as we have attempted to pinpoint specific program outcomes for the student.

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In order to specifically indicate what we believe our program does, rather than what it seeks to do, we have developed the following "principles of program concept." These statements also indicate the position and attitude of our staff relative to efficient and effective program administration and execution. These statements are the cornerstones upon which our program is built.

PHYSICAL FITNESS

As a result of the LaSierra program

1. All pupils attain a high level of physical development rather than just the athlete.

2. Emphasis is placed on those activities which can provide significant contributions to the attainment of (a) cardiovascular endurance, (b) muscular strength, (c) muscular endurance, (d) power, (e) flexibility, (f) agility, and (g) balance.

3. Physically underdeveloped pupils are identified and appropriate activities provided to correct individual deficiencies.

PHYSIOLOGICAL FITNESS

As a result of the LaSierra program

4. Pupils are systematically and deliberately required to "go all out" within their individual capacities in a number of physical developmental activities, thereby progressively raising endurance and pain tolerance levels.

5. Pupils develop a well-disciplined attitude toward the "hard work principle" in terms of heavy, energy-output type activities.

6. Pupils experience deep satisfaction from participating in vigorous physiological developmental activities.

MOTIVATION AND TEAM MEMBERSHIP

As a result of the LaSierra program

7. The attainment of physical excellence is appropriately recognized through the use of the color system. This motivates pupils to extend themselves in the pursuit of physical excellence and to gain the same type of recognition and status in the school community as that enjoyed by those who participate in interscholastic athletics.

8. Pupils participate and compete as members of a team (color group) in the same manner and largely to the same extent as the athlete participates on school interscholastic teams.

9. Pupils subordinate themselves to team requirements with the same measure of discipline, control, and enthusiasm as that required of the school's varsity athlete.

STANDARDS OF CONDUCT

As a result of the LaSierra program

10. Pupils are provided regular, specific opportunities for self-expression during the conduct of strength-endurance exercise routines, physical fitness tests, specialized units of instruction.

11. Opportunities are provided through the student instructor program for the development of leadership qualities of pupils.

12. Adherence to acceptable standards of sportsmanship, conduct, good grooming and appearance is strongly emphasized.

EFFICIENT TEACHING METHODS

As a result of the LaSierra program

13. A vigorous, forceful, formal approach to instruction is emphasized in all physical education activities.

14. Pupils are classified for instruction on the basis of health status, individual ability and capacity as indicated by physical fitness tests, and verification based on performance in the fundamental areas of physical fitness.

15. Efficient use of time is constantly stressed and staff has effectively organized instruction utilizing all facilities and equipment to keep pupils active throughout the entire class period.

OTHER

As a result of the LaSierra program

16. Athletes are required to participate in the regular physical education program, thereby receiving instruction in each of the basic activities including aquatics, body mechanics, combatives, gymnastics, stunts, tumbling, individual and dual activities, and team sports.

17. The principle is stressed that training in the fundamental areas of physical fitness is basic to sports skill performance and that such repeated training is directly correlated with successful athletic achievement.

18. The scope of physical education is not limited only to the physiological goal. Instruction also provides for (a) improvement of skills, (b) understanding of course content, (c) development of desirable individual qualities, and (d) knowledge of how physical fitness is developed and maintained.

III. THE COLOR SYSTEM - ABILITY GROUPING IN PHYSICAL EDUCATION

The color system at LaSierra:

1. Represents a significant educational instrument to effectively motivate all students to a high level of physiological development.

2. Is a highly organized technique which utilizes positive and negative type incentives as a means of inducing more effective performance by the individual participant.

3. Provides a method of classifying and grouping students according to demonstrated proficiencies and capacities in the fundamental areas of (a) cardiovascular endurance, (b) muscular strength, (c) muscular endurance, (d) power, (e) flexibility, (f) agility, and (g) balance.

4. Permits the physical educator and coach to establish a procedure for the evaluation of individual performance based on clear-cut, definite, objective criteria.

5. Translates physical performance and achievement into meaningful terms insofar as the individual student is concerned utilizing the group status principle.

6. Challenges each student to do his best according to his individual capacities.

7. Makes it possible to accurately identify the physically underdeveloped and low motor-abilitied students and to execute a program which eliminates verified deficiencies.

CRITERIA

The criteria for establishing color groups (teams) and membership therein forms the basic concept of the program. Physical fitness tests covering a wide range of activity serve as the determinant for color groups and involve the student in a basic sense. While physical fitness tests are utilized as a yardstick for the appraisal of performance, they are at the same time utilized as developmental activities.

The three basic ability groups (teams) or levels of achievement are designated as The White Team, "Beginners," The Red Team, "Intermediates," and The Blue Team, "Advanced." Each team is identified by colored gym trunks. All incoming freshmen (9th graders) are assigned to the White Team. Through the course of a nine-week testing period in the fall and again in the spring, all teams are administered physical fitness tests. Whites are given battery No. 1, Reds battery No. 2, and Blues battery No. 3.

To advance from the White Team to the Red Team a student must attain the ceiling performance in all fitness tests of test battery No. 1. Failure to attain this level of performance does not permit him to move up. The same principle applies to students on the Red Team who are concerned with test battery No. 2.

Students on the Blue Team who attain the median performance standards in physical fitness battery No. 3 become Purples and wear purple satin trunks and are given honorary status in the program. Students on the Blue Team who are capable of attaining ceiling performance standards become Golds and wear gold satin trunks and are likewise given honorary status in the program. Prior to 1958, Golds represented the highest attainment possible in the regularly scheduled physical fitness program.

In 1958, a new rank higher than gold was created and designated as Navy Blue. Because of the extreme difficulty of the Navy Blue standards, only three students have attained this color. A number of students have come within three or four tests of meeting requirements for this color. An examination of the test requirements will verify the degree of difficulty this program entails. A student must have attained Golds prior to starting this test procedure.

The program provision which allows the student to advance up through the color system represents a positive type of motivation. The provision which requires them to maintain minimum standards of performance to keep their colors represents a negative type of motivation. The incentive to achieve and gain recognition and status is a natural outcome and manifests itself in all phases of the program. Recognition and reward for achievement is an extremely important factor which has application in every possible physical education activity and at all levels of instruction.

Most physical educators find themselves in the predicament of facing a large class each period in which a wide range of ability exists. This ability range, in any given class, will run all the way from the gifted student to the low-motor abilitied student. This common heterogeneous type of class organization is responsible for much of the physical educators' inability to significantly affect mass developmental techniques which reach the great majority of students. The color system eliminates this predicament.

As a test of this contention it is recommended that the physical educator observe and analyze any given class under his direction with the above principle in mind. It is suggested that he line his class up in rollcall order, stand off and subjectively separate the more talented students from those of lesser ability, based on his observation of their performance in the various units of instruction he has executed. He will find a wide range of ability in front of him. If he were to establish ability groups or color groups (teams) based on the subjectivity of his personal opinion and observation, he would probably run into difficulty in the long run. Most physical educators with a sufficient amount of experience, can make a gross appraisal as to the ability potential of the students under their direction. The basic problem with this technique lies in the fact that in the student's mind the instructor has executed a judgment based on observation -- the student has in essence competed with the judgment of the instructor. There are areas in the physical education program where this is desirable procedure. However, in most areas the "key" is for the student to demonstrate for himself and measure his performance against valid standards. He must be placed in a situation which results in his performance being self-evident and not subject to opinion as to degree of proficiency. This is most important insofar as the activities which determine color group assignment are concerned.

IV. PHYSICAL FITNESS TESTS

PHYSICAL FITNESS TEST BATTERY NO. 1 - WHITE TEAM

	Minimum Performance	Median Performance	Ceiling Performance
PULL-UPS	2	6	10
PUSH-UPS	16	24	32
BAR-DIPS	4	8	12
SIT-UP (2 min.)	30	45	60
BURPEE (4 Count-20 sec.)	9	11	13
SHUTTLE RUN 200 Yards	38 sec.	36 sec.	34 sec.
ROPE CLIMB 18' Stand Start	Hands/Feet w/Foot Clamp	Hands/Feet	Hands
AGILITY RUN	21 sec.	20.5 sec.	20 sec.
880 YARD RUN	3:30	3:15	3:00
MAN LIFT AND CARRY	440 Yards	660 Yards	880 Yards
PEGBOARD (Vertical)	3 holes	6 holes	1 trip
SWIM (Free)	40 sec.	38 sec.	36 sec.

Student must attain all ceiling performance standards and gain semester grade of "B" or above to move up to the next highest color group.

PHYSICAL FITNESS TEST BATTERY NO. 2 - RED TEAM

	Minimum Performance	Median Performance	Ceiling Performance
PULL-UPS	10	12	14
PUSH-UPS	32	40	48
BAR-DIPS	12	15	18
BURPEE 4 Count - 30 sec.	19	20	21
HANGING LEG LIFTS 30 sec.	20	22	24
SHUTTLE RUN 300 Yards	55 sec.	53 sec.	51 sec.
ROPE CLIMB 18' Stand Start	Hands	9 sec.	7 sec.
AGILITY RUN	20 sec.	19.5 sec.	19 sec.
1320 YARD RUN	4:40	4:30	4:20
MAN LIFT AND CARRY	880 Yards	1000 Yards	1320 Yards
PEGBOARD Vertical	1 trip	1 trip	1 trip
EXTENSION PRESS-UP	1	3	5
TWO MILE RUN	Complete	Complete	Complete
SWIM 100 Yards	Complete	Complete	Complete

Student must achieve <u>all</u> minimum standards of performance to remain in Red Group.
Student must achieve <u>all</u> ceiling standards of performance and gain a semester grade of "B" or above to move up to the next highest color group.

PHYSICAL FITNESS TEST BATTERY NO. 3 - BLUE TEAM

	Minimum (Blues) Performance	Median (Purples) Performance	Ceiling (Golds) Performance
PULL-UPS	14	18	22
BAR-DIPS	18	28	32
HANDSTAND PUSH-UPS	12	14	16
*PUSH-UPS	48	62	68
EXTENSION PRESS-UP	10	15	25
PEGBOARD Vertical	1 trip	2 trips	3 trips
TWO ARM HAND HANG	1:30	2:00	3:00
BURPEE - 30 Sec. Alt. L arm	20	21	22
ROPE CLIMB 20' Sit Start	Hands/Feet	Hands	7.5 sec.
SHUTTLE RUN 300 Yards	51 Sec.	49 sec.	48 sec.
MILE RUN	6:15	6:00	5:45
3 MILE JOG	Finish	Finish	Finish
MAN LIFT AND CARRY	1320 Yards	1 Mile	1 1/4 Miles
AGILITY RUN	19 sec.	18:5 sec.	18 sec.
DODGE RUN-120 Yards	26 sec.	25 sec.	24 sec.
HANGING SIT-UPS	15	20	25

*Minor test item - to be eliminated from test battery 1964.

Student must achieve all minimum standards of performance to remain in Blue Group.
All median performance standards, grade of "B" or above earns Purples.
All ceiling performance standards, grade of "B" or above earns Golds.

THE SILVER PROGRAM

Any interscholastic athlete in good standing at the conclusion of a given sports season is eligible for "Silvers" providing he is in one of the following categories:

1 - Any athlete selected as a team captain for the season on any interscholastic athletic team at any level becomes a "Silver."

2 - Any athlete selected on an all-conference team in any sport at any level becomes a "Silver."

3 - Any athlete who receives the most valuable player award in Varsity Football, Varsity Basketball, Varsity Baseball or Varsity Track and Field becomes a "Silver."

4 - Any athlete who takes 1st Place in an all-conference meet or athletic contest becomes a "Silver."

5 - Any athlete in an individual sport who becomes a league champion is an automatic "Silver" - i.e., Wrestling, Golf, Tennis, Swimming, Cross-Country.

THE LA SIERRA NAVY BLUE PROGRAM
(Revised Fall 1963)

Those students who wish to compete in the Navy Blue Program must have achieved "Golds" prior to starting the test procedure.

Student's Name _____ Grade 10 11 12
First Last

Physical Education Period 1 2 3 4 5 6

	Physical Fitness Test Item	Number, Time or Distance Required	Date Completed	Certified
1.	Bar-Dips (Parallel Bar)	50	_____	_____
2.	Pull-Ups (Horizontal Bar)	32	_____	_____
3.	Push-Ups	150	_____	_____
4.	Alt. 1 Arm Burpee - 30 sec.	26	_____	_____
5.	120 Yd. Dodge Run	24 seconds	_____	_____
6.	300 Yd. Shuttle Run	46 seconds	_____	_____
7.	Rope Climb - 20 feet	2 cmp. trips	_____	_____
8.	Agility Run - III	17 seconds	_____	_____
9.	Extension Press-Up - 8 inches	100	_____	_____
10.	Vertical Pegboard	5 trips	_____	_____
11.	Handstand	45 seconds	_____	_____
12.	Man Lift and Carry	5 miles	_____	_____
13.	Mile Run	5 min. 15 sec.	_____	_____
14.	Five Mile Jog	Finish	_____	_____
15.	Obstacle Course	Complete	_____	_____
16.	Swim-Front Prone Position	1 mile	_____	_____

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